

2

History-Social
Science Standard
2.4.1.

Supports
ELA Standard:
Reading 2.2.5.



From Field to Table

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

Linda Adams, Secretary, California Environmental Protection Agency
Patty Zwarts, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
Mark Leary, Executive Director, California Integrated Waste Management Board
Mindy Fox, Director, Office of Education and the Environment, California Integrated Waste Management Board

Key Partners:

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Office of Education and the Environment

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Lesson 1 How Does California Grow?

Climate, Weather, and Crops 2

Lesson 2 Who Are You and What Do You Do?

Working in Food Production 3

Lesson 3 Where Your Food Grows

California Population and Food Quiz 4

Lesson 4 Then and Now

How Has Farming Changed? 6

Lesson 5 Choices and Changes

Looking at Change 9

Name: _____

Instructions: Read each question below. Write an answer for each using complete sentences. (5 points each)

1. How does knowing about the climate help farmers grow crops?

2. What can happen to crops when there is too much rain?

3. How can strong winds hurt crops?

4. Imagine you live in an area where a certain crop is grown. Write a weather report for your area. Tell how the weather will hurt or help the crops growing where you live.

Name: _____

Instructions: Place each of the jobs in the Word Bank in the chart below. Hint: Two jobs belong in each column. (2 points each)

Word Bank

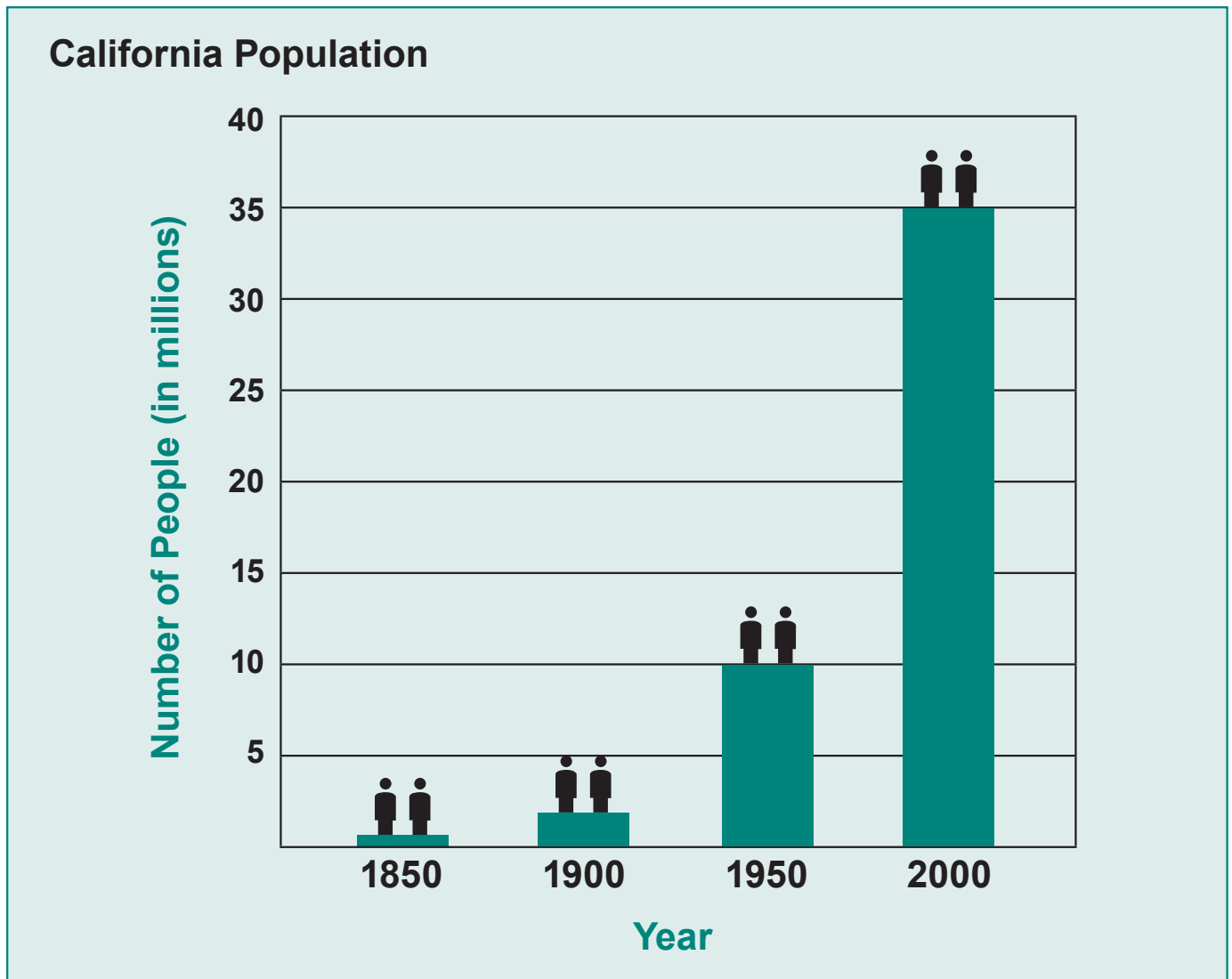
baker	farmer	rancher
miller	truck driver	vendor

Producers	Processors	Distributors
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Can you think of two other jobs that could go in each column? Add them to the chart.



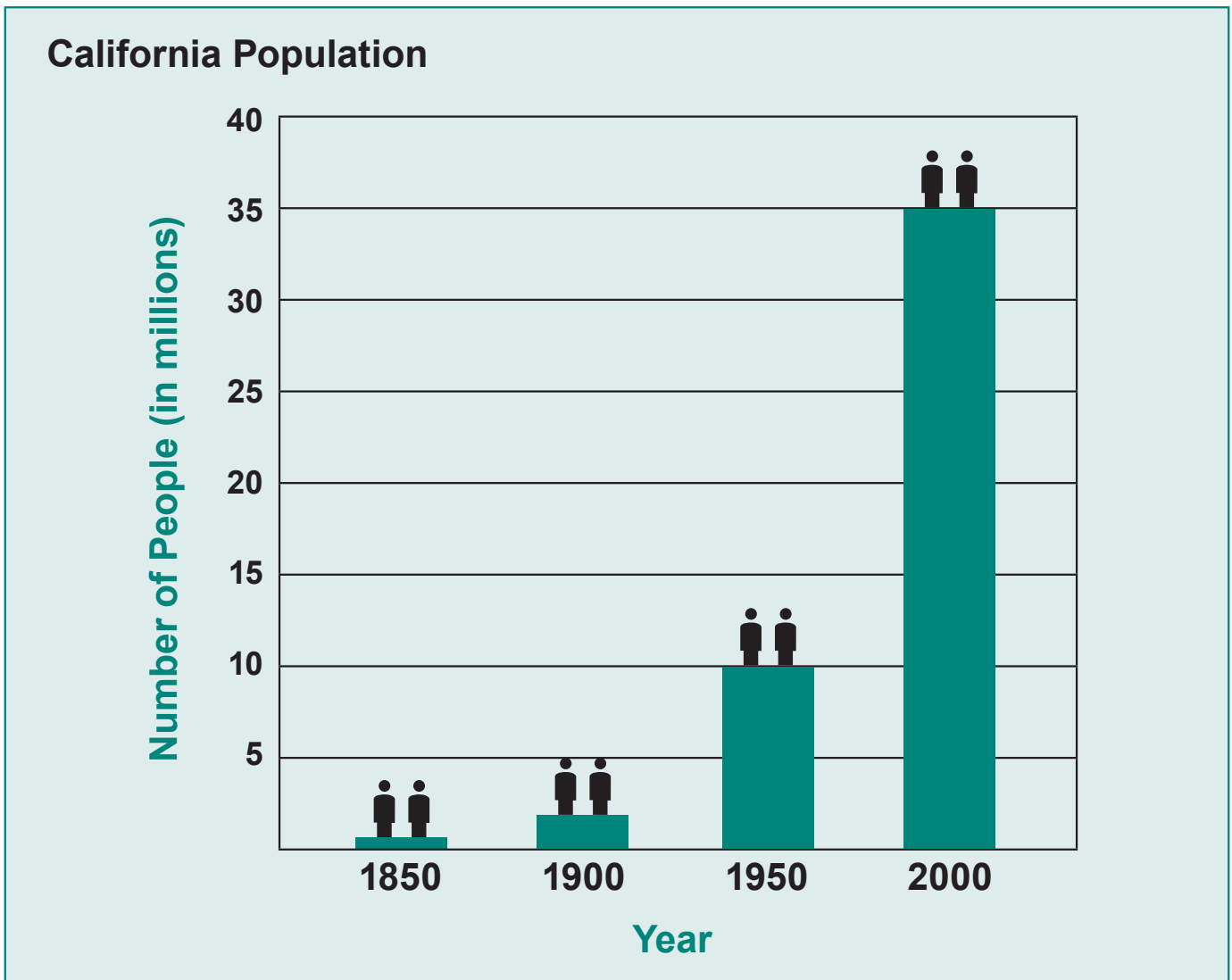
Name: _____



Instructions: Fill in the blanks below with information from the graph above. (2 points each)

1. In 2000, _____ million people lived in California.
2. In 1950, _____ million people lived in California.
3. In 1900, _____ million people lived in California.

Name: _____



Instructions: Read each sentence below and circle “More” or “Less,” based on information in the graph above. (2 points each)

4. More / Less people lived in California in 1900 than in 1950.
5. More / Less food was needed to feed people in California in 2000 than in 1950.
6. If more people live in California in 2020, they will need more / less food.

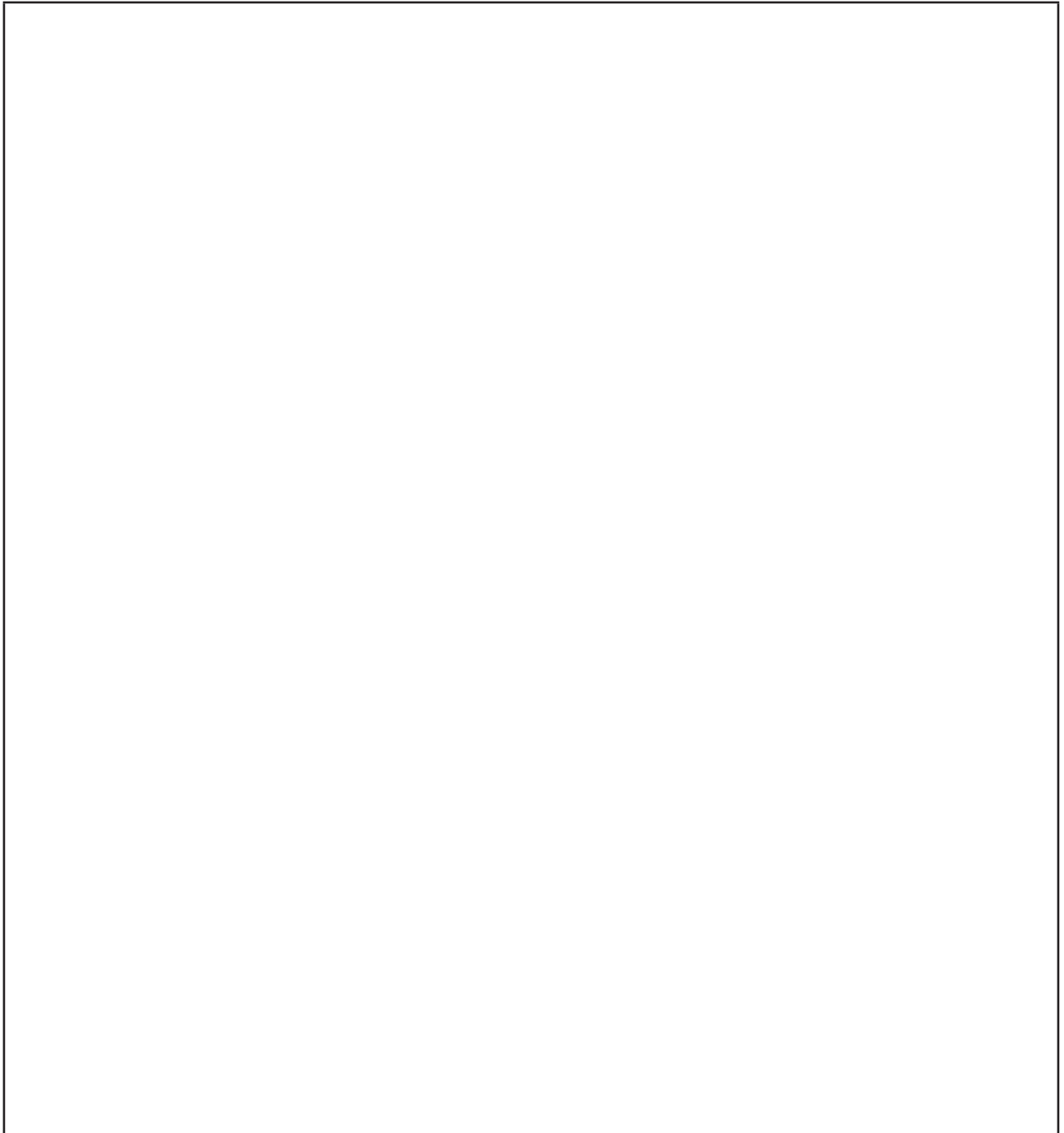
How Has Farming Changed?

Lesson 4 | page 1 of 3

Name: _____

Instructions: Use words or pictures to answer each of the questions in the boxes below. (5 points each)

1. How have farm machines changed the way people farm?



How Has Farming Changed?

Lesson 4 | page 2 of 3

Name: _____

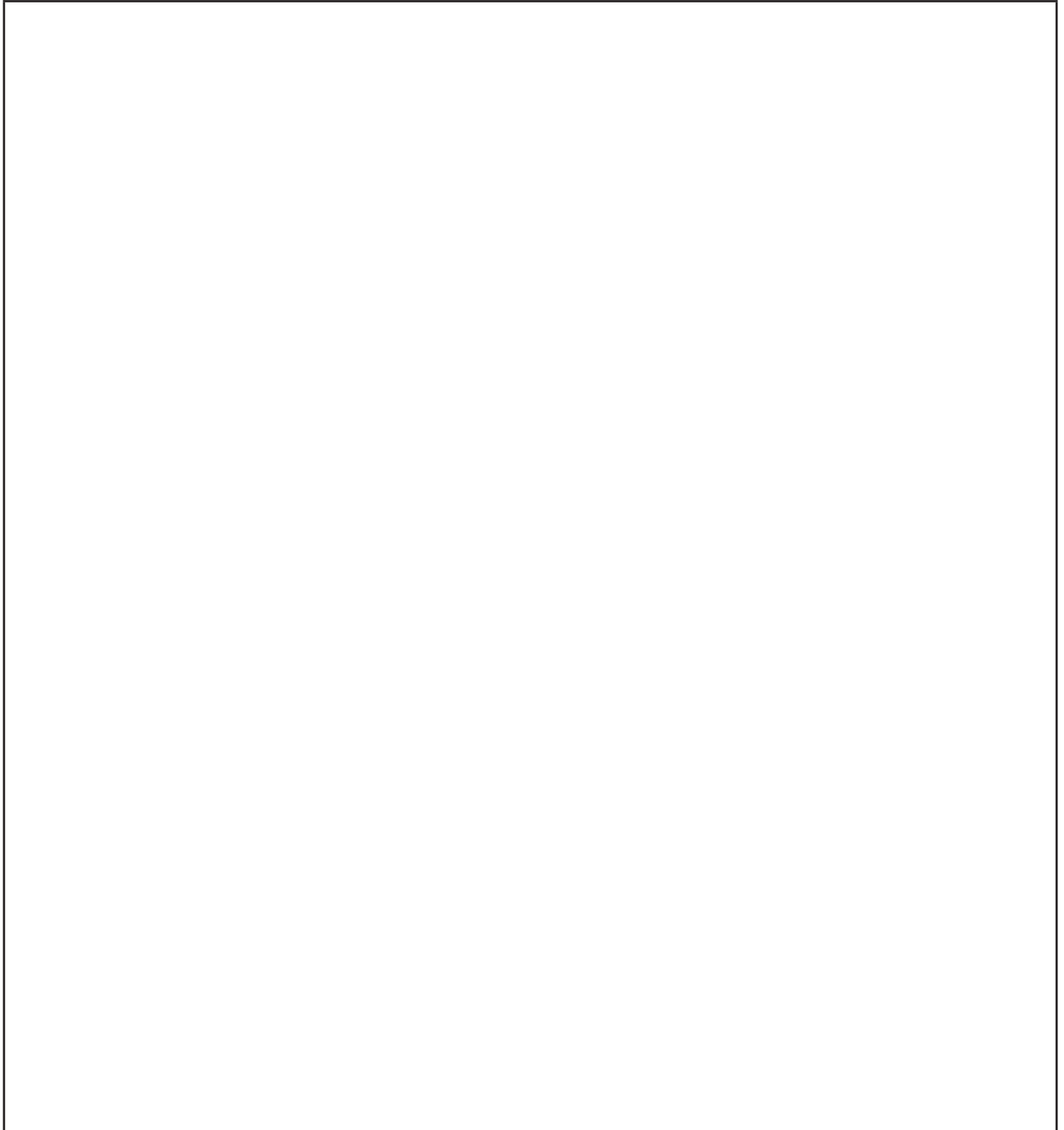
2. How have computers changed the way people farm?

How Has Farming Changed?

Lesson 4 | page 3 of 3

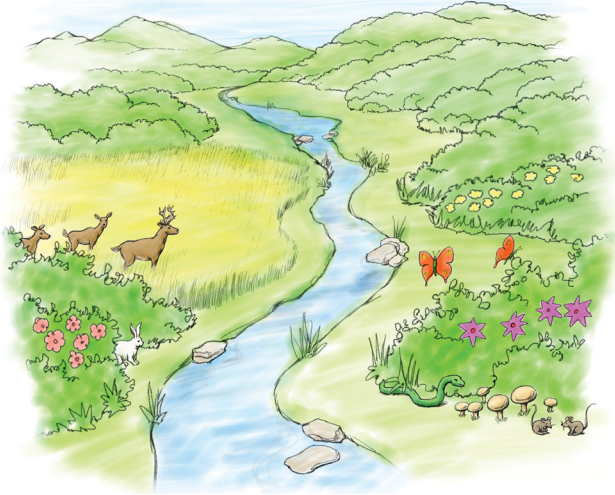
Name: _____

3. How have new forms of transportation changed the way people farm?

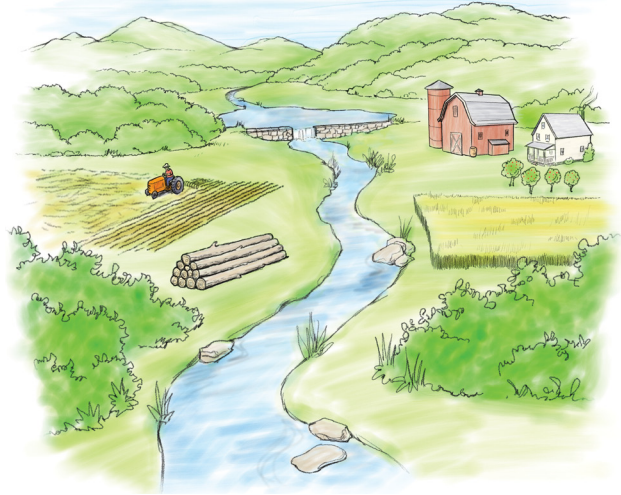


Name: _____

Natural Valley



Changing Valley



Instructions: Read and answer the questions below. (5 points each)

1. What changed in the valley when the farmer built the farm?

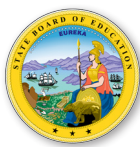
2. How did the farmer change the land?

3. What changed in the valley when the farmer changed the land?

Name: _____

4. How did the farmer change the water in the valley?

5. What changed in the valley when the dam was built?



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